Marion County High School Improvement Plan 2018-2019

1: Proficiency

Goal 1: Increase the proficiency in reading and math as measured by the ACT benchmarks from 64.3% in 2017-2018 to 80% in 2023.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019 student proficiency rate will increase from 55 to 60 in reading and 25 to 30 in math.	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the Ewalk platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	November 2018, December 2018, February 2019, April 2019	
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc., Math Modeling Tasks in Algebra 2	Teachers will work in conjunction with GRREC and receive Framework of Poverty Training focusing on reading strategies.	July 2018, October 2018, January 2019, March 2019	GRREC
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	Instructional Coaches will provide support in topics listed.	Minimum of every two months. Individual support as needed	School Administration and Instructional Coaches
	KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will	Monthly	

students? What does the data tell us? and not tell us?			work with content teachers to ensure rigorous and aligned assessments.	
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2018 –May 2019. PLC notes	
	KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for academic and behavior interventions- Develop a clearly defined RtI school/district‑wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District RTi procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	
		CERT Interim Assessment will be provided for all 10th and 11th grade students. Students will take 3 interim assessments throughout the year. Students will complete CERT review throughout the year.	Measure of students success throughout the year. Measure of CERT review completed.	August 2018-December 2018 December 2018-February 2019 February 2019 - March 2019	Central Office Funding

2: Gap

Goal 2: By 2023, 80% of students identified in each individual GAP subgroup will reach proficiency in reading and math.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019 students proficiency rate will increase from 45 to 55 in reading and 10 to 55 in math as based on the ACT.	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure	Multi-tiered systems of supports for subgroup students- Develop a clearly defined RTI school/district‑wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	ESS

Objective		Activity			
Objective 2: By May, 2019 student proficiency rates in each subgroup will reach 40% in each core content area. The numbers in the chart represent the percentage of students in that subgroup for high school that reached proficiency. 	Af. Am	IEP	F/R	His
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HS	r-0 m-0 sc-9 wr-45	r-12 m-13 sc-13 wr-27	r-39 m-25 sc-21 wr-45			behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed			
		Evidence-based instructional strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity, Novice Reduction strategies, Check and Connect, Achieve3000, Reading Plus)	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Monthly updates	N/A
		Outreach activities-Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	KCC works with 60 identified students in gap and novice group.	Weekly	KCC
		-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Get the Picture. Staff work with 20 at risk students identified gap, novice and/or SE	Weekly	GRREC Get the Picture Grant
		Achieve 3000 - Students with disabilities will receive additional instruction using the program evidence based program Achieve3000 to accelerate literacy and achieve lifelong success.	Results and data from Dec 2018 to May 2019	Twice Monthly	District ECE Funds
		Professional Learning Community for ECE teachers within the building, not only at the district level. Regular, scheduled meetings to review student data and discuss progress. ECE teacher will be provided training in IEP completion and Progress monitoring.	PLC minutes Progress Monitoring	Monthly Various times throughout the year	None CKEC
		Classroom Assessment and Reflection (CHETL) for Students with Disabilities: General Education and Special Education will use multiple methods to gather data for students with disabilities. Students' prior knowledge will be used to address misconceptions. Teachers will provide regular and timely feedback to students and allow students to use feedback to improve their work before grade is assigned. Students will be involved in self-assessment towards goals. Administrators will develop Ewalk instrument that focuses on the teacher characteristics of CHETL.	Student self reflection and self monitoring. Teacher work samples	Ongoing	No cost
		ECE Teachers Training for IEP completion and ARC Chair Work. Provide support to ECE teachers with training on working with ECE students.	Progress Monitoring ARC meetings Monthly meetings	Ongoing	CKEC no cost

3: Graduation rate

Goal 3:By 2023, graduation rate will increase from 92.8 to 98%.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1:By May of 2019 graduation rate will increase from 96.3% to 97%	KCWP 5: Design, Align and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to curriculum and instructional practices? How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Personalized Learning Supports- personalized learning for credit recovery through alternative delivery options (i.e. NextGen Labs, blended & virtual learning experiences)	Next Gen Lab, Online platform along with Distance Learning. Monitored by Certified Staff.	Weekly monitoring	
		Accelerated Learning Opportunities- continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-face off-campus college courses, Advanced Placement, Co-op placements, and project-based learning experiences)	Students being offered the option of virtual school to increase graduation rate and customize individual learning. Open Enrollment for more dual credit course offerings.	Weekly monitoring, monthly monitoring and reports to track progress and student achievement.	
		Attendance Review Meetings- With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans. Home visits are made monthly or more often to students that are truant.Parent contact is attempted to try to reach the needs of truant students. Home visit will be completed on chronically truant individuals.	Meetings held bi weekly with CO, school administration and attendance staff. Parent and student face to face meetings held on an as needed basis. IC communication Tab	Minimum of twice per month Some completed weekly.	
	KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc.	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Weekly	

		Student Relationships- Focus placed on recognizing positive student behaviors and interactions token system, FRYSC supports for students and staff, student accesses to on site Communicare counselor and nurse, student mentoring program for grade 10-12, additional club day times and offerings. All of these things were designed and/or added to build positive student and staff relationships and encourage student participation and involvement while in school.	Data collected on number of students receiving supports, parent contacts and meetings. Number of clubs offered and number of students participating in clubs.	Monthly	
	KCWP 4: Review, Analyze and Apply Data How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?	Student Focus Groups- The use of student voice feedback through focus groups to gather data for improved school climate. Collaboration with administrators, counselors, FRYSC, other school professionals, families, and outside agencies to implement MTSS. Interventionist will check in with students to assist with monitoring and progression.	Check and connect by front office staff Including Guidance office and Interventionist. Surveys	Weekly Minimum of two times per year.	Mr. Elmore check added material

4: Transition readiness

Goal 4: By 2023, 75% of students will reach transition measures based on state guidelines.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019 students will progress from 69.3 to 70.5 as measured by state guidelines.	KCWP 5: Design, Align and Deliver Support Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best	Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills, (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.	Students and staff focus us of the ILP Faculty and staff will work and define profile of a graduate. They will meet a minimum of quarterly to discuss the work that is being completed and how progress is being made.	Reviewed quarterly	N/A

	practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement				
	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	College Readiness/transition readiness- CERT testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness. Research Academy Feature and 10th Grade ILP completion, CERT interim assessments, Scheduling meetings 1th Grade ILP, College campus visits, CERT interim assessments, Scheduling DC meetings. 10th and 11th grade, One-on-one meeting with counselor to discuss scheduling with a focus on career pathway completion 12th grade, Meetings with College Coach, ILP work, Campus visits, CERT (if requested) FASFA Support nights and week Promoting a post secondary going culture Mock Interviews for 11th and 12th grades as scheduled	Improvement on CERT assessments, ILP completion. FASFA Completion KCC	Monthly checks by staff and administration	CO Funding CERT test
		Leadership-continuation of student ambassador and student council programs to provide leadership experiences for students at all grade levels. Lesson planning will reflect student ownership in the learning. Provide opportunities for internships, co-op placements, club leadership positions, and school based enterprises.	Ambassadors, Student Council	Monthly meetings held with ambassadors and student council meetings.	N/A
		Turnaround Leadership Development- Regular and special education students will benefit from leadership development of performance based learning, personalized learning, career pathways, and student based enterprise as a means to reach transition readiness. School leadership will research, visit and observe successful models, and meet as a professional learning community within the district to plan and implement.	Master Schedule, Virtual Learning, Opportunities available to students, Blended and Project Based Learning Visits include but not limited to : Barren County KY, Jefferson County KY, Houston TX, Owensboro Innovation Academy, Elkhorn Crossing School Administration will attend a minimum of twice monthly district leadership meetings. School	Ongoing	Skills for Youth Grant, Americo rp Grant

			administration will continue to grow professional as documented in their individual PGP.		

5: Separate Academic Indicator

Goal 5: By 2023, 55% students will reach proficiency in science and 65% of students will reach proficiency in writing.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: By May, 2019 student proficiency rates will increase by the following: Science - 32% to 38.8% Proficiency Writing - 57.1% to 61.3% Proficiency	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the Ewalk platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	November 2018, December 2018, February 2019, April 2019	
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, Professional Development specific specific to On Demand Writing. English and Science teachers will participate in personalized learning PLC. Science courses will participate in TCTs (through-course tasks)	Teachers will work in conjunction with GRREC and receive Framework of Poverty Training focusing on reading strategies.	July 2018, October 2018, January 2019, March 2019	GRREC
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	Instructional Coaches will provide support in topics listed.	Minimum of every two months. Individual support as needed	School Administration and Instructional Coaches

		KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments.	Monthly	
			PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2018 –May 2019. PLC notes	
		KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for academic and behavior interventions- Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District RTi procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	
			CERT Interim Assessment will be provided for all 10th and 11th grade students. Students will take 3 interim assessments throughout the year. Students will complete CERT review throughout the year.	Measure of students success throughout the year. Measure of CERT review completed.	August 2018-December 2018 December 2018-February 2019 February 2019 - March 2019	Central Office Funding